

## Unit 3 Facilitation with Youth

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Unit 2 helped participants begin to understand the structure of communities and how they work. Unit 3 builds on that by helping participants start to identify resources and needs within their community. They can utilize the knowledge they gained in Unit 2 to deepen their understanding of how change can happen within communities. This will help lead into Unit 4's focus on needs and identifying the needs participants want to address.

### **Unit 3A: Activity**

**Goal:** To demonstrate the important role cooperation plays in meeting community needs.

#### **The Ball Game (pg. 65)**

- ⇒ Think about: Physical ability or disability within your group. Ensure that all youth can actively participate.
- ⇒ Think about: Supplies necessary. Make sure the ball you use is soft and won't hurt anyone. Also think about how easy it will be to keep the ball in the air. A larger ball would probably be easier.
- ⇒ Consider: Splitting a large group into smaller ones. If your group is much larger than 10 participants, it may be difficult to establish a volley.
- ⇒ Consider: Restructuring the activity so that instead of being assigned community roles, youth are assigned the "resources" they have (e.g. both hands, dominant hand). When debriefing, have youth discuss how the different limitations in the game connect to limitations in real life.
- ⇒ When facilitating: Debrief thoughtfully to help youth start to question assumptions they may make about different members of society. Prepare a few questions ahead of time.

#### **Alternative Activity: Lifeboat (pg. 81)**

- ⇒ Think about: Whether your youth are able and willing to have a deeper discussion about the value placed on different members of society.
- ⇒ Consider: Assigning each member of the group a different community role from the list in the Ball Game.
- ⇒ When facilitating: While debriefing, ask whether the group would have made the same decision if they had additional information, e.g. a homeless person on the boat knows survival skills.

#### **Alternative Activity: Mission to Mars (pg. 82)**

- ⇒ Think about: How deep you want the discussion to go with this activity. This is an easy activity to take a little deeper by changing the roles on the list or giving a little bit more information about each person. If you decide to take the activity deeper, be prepared to take additional time to facilitate it.
- ⇒ When facilitating: Pay attention throughout the activity to notice any assumptions participants are making. After all of the groups have finished reporting out, debrief the activity. While debriefing, ask questions that bring the assumptions to light. (e.g. Why did you make that choice?)

## **Unit 3A: Lesson**

**Goal:** To identify resources that support the health of a community.

### **Personal and Community Asset Maps (pg. 68, Handouts pgs. 75-76, 77-79)**

- ⇒ Think about: Necessary supplies. Make sure you can get enough phone books so each group can have at least one. You could also consider having youth search online for the same information if computers with Internet access are readily available.
- ⇒ Think about: Facilitation time necessary. This lesson can sometimes take longer than the allotted time, depending on the group of youth. Be prepared to be flexible with time.
- ⇒ Think about: Having youth keep their Personal Asset Maps or having facilitators keep them. In Unit 7, youth will be asked to reflect on how their Personal Asset Maps may have changed throughout the process. It may be helpful for youth to have them available.
- ⇒ Consider: Splitting youth into small groups before starting the Personal Asset Maps. Groups of no more than 5 would probably work best. It would be easiest if they stayed in the same groups for the Community Asset Maps as well, so try to create four groups (at least) if possible.
- ⇒ When facilitating: Have youth pass around their Personal Asset Maps to each other (in small groups if applicable). Alternatively, you could have each small group work together on each participant's Personal Asset Map. For instance, you could give participants a minute to work on their own. After that, each group could focus together on one participant's map for a minute, rotating to each participant in turn. In this way, participants wouldn't have to feel pressured to think of gifts for other youth they may not know very well yet.
- ⇒ When facilitating: Debrief each section of the process. A short debrief and discussion can happen following the Personal Asset Maps. After groups complete the Community Asset Maps, have them report out their findings and then debrief about what they learned from the activity. To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

### **Alternative Activity: Snapshot (pg. 83)**

- ⇒ Think about: Using this activity as an energizer even if you don't use it for this portion of the curriculum. Instead of having pieces of paper with community resources on them, groups could be asked to come up with their own (with or without facilitators' assistance as needed).
- ⇒ Think about: Physical ability or disability within the group. Ensure that all participants can hold a pose for an extended period of time.
- ⇒ When facilitating: Make sure to debrief the activity. The debrief should link the activity to the community, e.g. Who knows where to find these resources in our community? To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

### **Alternative Activity: Phonebook Scavenger Hunt (pg. 83)**

- ⇒ Think about: Preparation time. Preparing the different scavenger hunt clues will take additional planning time for facilitators. Ensure you have enough time to plan the activity well.
- ⇒ Think about: Ensuring that scavenger hunt clues cover the variety of organizations covered in the Community Asset Map. Consider having different clues for each group that are based around the same four areas covered in the Community Asset Map, e.g. one group has

clues relating to government agencies, another has clues relating to non-profit organizations.

- ⇒ When facilitating: Have groups report out what they learned and debrief the activity. To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

### **Unit 3A: Reflection**

**Goal:** To further develop participant's personal connection to the unique asset(s) they offer our community.

#### **Gift Drawing (pg. 70)**

- ⇒ Think about: If you facilitated the Gift Quilt alternative activity, participants may have already created artistic representations of their gifts. If this has already been done, you could ask them to choose something else from their Personal Asset Maps. You could also create an alternative to this activity and submit it for approval prior to facilitation.
- ⇒ When facilitating: Let youth spread out in your facilitation space while working. Give them some time to move around and get comfortable before trying to lower the noise level.
- ⇒ When facilitating: Give youth an opportunity to share their creations with the group if they are comfortable. They can share what their gift is and how their creation represents that quality. Ensure that safe space is maintained if youth choose to do this.

### **Unit 3B: Activity**

**Goal:** To understand the importance of having all the necessary pieces in place to solve a community problem.

#### **Star Puzzle (pg. 71, Sample Handout pg. 80)**

- ⇒ Think about: Planning and preparation time. You'll need to make the star puzzles ahead of time. Note: This can be an opportunity for members not directly facilitating the curriculum to help out with the youth portion of the process.
- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.

#### **Alternative Activity: Star Puzzle 2 (pg. 84)**

- ⇒ Think about: Choosing this activity if you have some participants who are habitually louder or take the lead in most group situations. This can be an opportunity for all participants to participate equally.
- ⇒ When facilitating: The same variation given for Star Puzzle can also be used for Star Puzzle 2. A facilitator can hold back a piece of the puzzle. At the end, they can explain that they were going to join in but decided not to.

### **Unit 3B: Lesson**

**Goal:** To generate a list of community needs.

#### **Assessing Community Needs (pg. 73)**

- ⇒ Think about: Being prepared to help youth generate ideas. Have a few questions or ideas to get youth started in case they need it.

- ⇒ Consider: Starting off by giving youth a minute or two to think silently and write down ideas their ideas. This can give youth who are quieter more of an opportunity to participate. If youth write down ideas, you could also give them the option of turning in what they wrote down for you to add to the list without them having to speak up in front of the group. Encourage quieter youth to push their comfort levels as appropriate, but ensure their voices are heard as much as possible even if they choose to stay quiet.
- ⇒ When facilitating: If youth are curious about what the list is going to be used for, explain that it will be brought back out in Unit 4 (Unit 4B Lesson: "What is Your Top Concern?") to see if the group wants to address any of the needs with their project.
- ⇒ When facilitating: Ensure that one of the facilitators keeps track of the list of ideas and brings it back for Unit 4 facilitation.

### **Unit 3B: Reflection**

**Goal:** To reflect on the differences and/or similarities between global and local needs.

#### **Journal Entry: What do you feel? (pg. 74)**

- ⇒ Think about: Providing additional art supplies as available if youth feel like drawing in their journals.
- ⇒ When facilitating: Let youth spread out in your facilitation space while writing or drawing in their journals. Give them some time to move around and get comfortable before trying to lower the noise level.
- ⇒ When facilitating: Give youth an opportunity to share what they wrote or drew if they'd like to. Ensure that safe space is maintained if they choose to do this.